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ABSTRACT

This eighth of 14 curriculum modules in the Family and Community Services Occupational Education Modules series deals with decision-making and management. These concepts are reviewed and applied to Family and Community Services. Efficient use of time and energy on the job is stressed, and student values are explored in relationship to client values. Each of the five competencies covered in this module encompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental material for strategies, such as handouts, self-evaluation devices, and case studies, are found in the appendix. Other materials include an achievement test with answer key and matrix indicating competencies tested with Bloom's taxonomy level for items. (YLB)

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ED203109

Family and Community Services

MODULE VIII

DECISION-MAKING AND MANAGEMENT

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CURRICULUM MODULES

I. Securing Employment (Office of Education)

II. Self Development and Understanding

III. Roles and Responsibilities in Family and Community Services Occupations

IV. Resources, Facilities, and Personnel in Family and Community Services

V. The Helping Process

VI. Physical, Psycho-Social, and Economic Needs of Various Target Groups

VII. Care of the Individual

VIII. Decision-making and Management

IX. Care of Home, Equipment, and Possessions

X. Crisis and Emergency

XI. Chemical Dependence

XII. The Family: Functions and Structures

XIII. Death and Dying

XIV. Ethics and Morality

How To Use the Modules

1. Select competencies which you believe your students should have when completing the course and/or work experience.

2. Examine the objectives and select those appropriate for your students.

3. Read the strategies and select those which are suitable for your students, your facilities, and your own abilities and knowledge.

4. Examine resources and appendix to determine what needs to be reproduced and/or ordered. You may have student texts or other materials which can be substituted for those listed in the Modules. (You all know that films and books need to be ordered far in advance of use.)

5. Read the test and revise it to include only those sections which relate to the competencies you have selected. If you do not agree with the key, modify or eliminate the item. When the test is revised, numbering will have to be changed. Please note that one answer gives one point. There are no 1/2 or 1/4 point items in the tests. The matrices which indicate the competencies and taxonomy level for groups of items are only approximate and must be related to your individual application of the materials.

6. Add to and eliminate at any point in the use of the materials. The curriculum modules have been developed as supportive devices to help you utilize your experience, knowledge, and creativity. Students will also have ideas for strategies and resources from their own experience.

7. Proceed with teaching, learning and evaluating. Evaluation and adjustments should be continuous. As you know, what works with one group of students may not work with another group. One Module might be appropriate this year, but not next year and appropriateness of the components of the Modules will change also.

Some Overall Reminders

1. Preview films before showing.

2. Read text before assigning.

3. Order materials and films during school year preceeding the course if possible.

4. Read test items and key before administering test items.

5. Do not use Modules as lesson plans.

6. Know your community and students.

7. Utilize resource people.

8. Plan your Family and Community Services course in the full context of your program. Some competencies may have been learned in other courses. If suitable, you may establish prerequisites such as a Food and Nutrition or Child Development course.

Family and Community Services

MODULE VIII - Decision-Making and Management

Competencies:	Objectives:
1. Comprehend management principles and the relationship between management and decision-making.	1.1 Define management, including the use of time, energy, interests, abilities, knowledge, skills, talents, money, and community and private facilities.
	1.2 Explain planning, regulating and evaluating aspects of management in relationship to decision-making.

Suggested Strategies. Students will	References and Resources
1.1.1 Brainstorm about human energy, money and facility management. Discuss relationships and "Some Ideas About Management."	1.1.1 Appendix: "Some Ideas About Management"
1.1.2 Read assignment about management.	1.1.2 Chapter 5, "What is Home Management" in Bratton, Ester, Home Management is...., Ginn & Co. 1975.
1.1.3 Listen to a panel of family and community service managers discuss the "meaning of management" and the responsibilities of their management positions.	1.1.3 Suggested panel members: a. Community Services Director b. Family Services Administrator c. Health Care Supervisor d. Local employer e. Housekeeper (Hospital or Motel)
1.1.4 Discuss the value of management and possible consequences of a lack of management.	1.1.4 Teacher lead discussion, refer to panel discussion 1.1.3.
1.2.1 Read assignment, then define planning, regulating and evaluating as part of management.	1.2.1 Chapter 9, "Process of Management" in Bratton, Ester, Home Management is....., Ginn & Co., 1975.
1.2.2 Discuss the steps in decision-making in the management process, and the relationship of management and decision-making.	1.2.2 See Appendix: "Eight Steps to Follow in Decision-Making," also Bratton pp. 86-87 and pp. 165-173.
1.2.3 Describe a specific situation and fill in the steps on "Eight Steps to Follow in Decision-making."	1.2.3 Appendix: "Eight Steps to Follow in Decision-making." (Students can develop situations if they are on the job, or teacher may have to provide situations).
1.2.4 Tell situations in which decisions were made with which they disagreed. Discuss with classmates and teacher why you disagreed and apply management principles to your discussion.	

Competencies:	Objectives:
2. Analyze management and decision-making procedures for consideration in family and community services.	2.1 Identify client values, needs, and goals which relate to management and decision-making.
	2.2 Recognize the relationship of clients' values, needs, and goals to principles of management and decision-making.
3. Relate management and decision-making principles to financial planning and budgeting.	3.1 Identify human "needs" and "wants" as they affect spending.

Suggested Strategies. Students will:	References and Resources
2.1.1 Read assignment on how values, needs, and goals affect management.	2.1.1 Chapter 4 "Decision-making and Values" in Sasse, Connie R. Person to Person. Peoria: Charles A. Bennett, 1973 and/or Chapter 7 "Values affect Management," Bratton, Ester Home Management is..... 1975. pp. 69-74.
2.1.2 Analyze a case study, identifying the management, decision-making, and problem solving areas and recommending alternatives or solutions. Discuss with class.	2.1.2 Case studies in the teacher's guide to Home Management is... by Vanderhoff, Margil, 1975. pp. 69-74
2.1.3 View filmstrip on management and decision-making. Discuss with teacher.	2.1.3 J. C. Penney, "Dynamic Decision-making." (Filmstrip & Cassette) J. C. Penney Co., Inc. Educational Relations 1301 Avenue of the Americas New York, NY 10019
2.2.1 Describe some situations where clients' values differed from your own.	
2.2.2 Complete a value clarification exercise on goals and values in relation to decision-making.	2.2.2 J. C. Penney Co. "Value Clarification Kit"
2.2.3 Read a case study and write the management decisions that would be made in view of the values and goals of the client.	2.2.3 For case studies: A Report of the National Advisory Council on Women's Educational Programs. Neglected Women: The Educational Needs of Displaced Homemakers , Single Mothers and Older Women. pp. 29-36
2.2.4 Work in small groups with worksheet, Relating Client Needs and Values to Management.	2.2.4 Appendix : "Relating Client Needs and Values to Management"
3.1.1 Define "needs" and "wants" as they affect spending, and list 10 examples of each.	
3.1.2 Discuss the difference in people's definitions of "needs" and "wants."	
3.1.3 Fill out value scale on "needs" and "wants" and compare with your classmates. Why do you agree and disagree?	3.1.3 Appendix : "Value Scale"

Competencies:	Objectives:
3. (continued)	3.2 Understand the importance of long and short term goals and the reasons for using spending plans.
	3.3 Explain basic steps involved in budgeting.
	3.4 Apply guidelines or basic steps in budgeting, planned spending, and money management to develop and/or analyze personal or family expenditure plans.

Suggested Strategies. Students will:	References and Resources
3.2.1 Read assignment on controlling spending.	3.2.1 Chapter 10, Kimball and Vineyard. Succeeding in the World of Work. Bloomington, IL. McKnight, 1975.
3.2.2 List the four components of a spending plan.	3.2.2 1. Personal Income-financial resources 2. Fixed expenses 3. Flexible expenses 4. Provision for emergencies and special goals
3.2.3 Listen to teacher-lecture on Planned Spending.	3.2.3 Appendix: "Guide for Teacher Lecture"
3.2.4 Take a self-test on personal spending habits.	3.2.4 Appendix: "Self-test Opinionnaire on Personal Spending Habits"
3.2.5 Fill out "Reasons for a Spending Plan" and discuss your answers in small groups.	3.2.5 Appendix: "Reasons for a Spending Plan"
3.3.1 Read selected articles on budgeting and money management. List, with class, the basic steps in budgeting.	3.3.1 Changing Times, "Money Management Series" 729 H St., Wash., D.C. 20006 and other magazines in classroom.
3.3.2 Discuss budgeting in relationship to values, needs, and wants of people in client groups, or participate in multi-media program.	3.3.2 "Budgeting: Money and Lifestyle" Multi-media program for grades 9-12, 2 cassettes and filmstrips, teacher's guide, etc. Order No. T62350 "Budgeting Activity Unit"- Lessons pre-tests, post-tests, guide. Order No. UN6 from: St.Paul Book & Stationery Co. P. O. Box 43410 St. Paul, MN 55164 (612-636-3444)
3.4.1 Divide into groups to review several planned spending procedures. Report back to class and defend your preference.	3.4.1 Use budget forms from extension service, Kimball and Vineyard, Succeeding in the World of Work, 1975, Chap. 10, etc.
3.4.2 Develop a spending plan for a given amount of money in a family and community services situation.	3.4.2 Appendix: "Spending Situations" (Teacher may want to give small groups a situation or have different individuals discuss certain situations.)

Competencies:	Objectives:
4. Relate management and decision-making tasks to own and clients' talents, interests, skills, and abilities.	4.1 Identify talents, interests, skills, knowledge, and abilities that one may have that would be considered resources.
	4.2 Apply talents, interests, skills, knowledge, and abilities for specific jobs.
5. Relate management and decision-making principles to efficient use of time in family and community services.	5.1 Know techniques of task analysis and work simplification.

Suggested Strategies. Students will:	References and Resources
4.1.1 List talents, skills, knowledge, and abilities that would be considered as resources in a job setting.	4.1.1 Appendix: "Human Resources and Jobs" (Teacher may specify jobs or students may select jobs.)
4.2.1 Compile a list of human resources applicable to a job setting, and check those that would be necessary or beneficial for their particular type of job by looking at a task analysis or job description.	4.2.1 Teacher References: 1. "Identification of Tasks in Home Economics Related Occupations" Career Education Division D.P.I. Grimes State Office Bldg. Des Moines, IA 50319 (6 publications)
4.2.2 Discuss what might be done if human resources are not available for specific situations. or Think about: "What happens to a society in which technology replaces human service?" Discuss with your classmates. or Discuss: What are some services done by people which could be done by machines?	
5.1.1 View filmstrips on "work simplification" and "task analysis."	5.1.1 1. "Everything in Its' Place" (16 mm) (B/W) (10 min) ($4.00) 2. "Good Food in Less Time" (16 mm) (B/W) (8 min)($4.00) 3. "A Look at Homes for Living" (16 mm) (B/W) (20 min) ($4.00) Colorado State University College of Home Economics Fort Collins, CO 80521 Work Simplification Series 1. "An Approach to Work Simplifition for Handicapped Homemakers" (16 mm) (Color) (18 min) 2. "Principles of Motion Economy Illustrated by Handicapped Homemakers" (16 mm) (Color) (18 min)

Competencies:

5. (continued)

Objectives:

5.1 (Continued)

5.2 Apply principles of work simplification and task analysis to management of time and energy.

Suggested Strategies. Students will:	References and Resources
5.1.1 (Continued)	5.1.1 (Continued) 3. "Work Simplification Demonstrated by a Wheelchair Mother Preparing Formula" (16 mm) (Color) (12 min) 4. "Work Simplification Demonstrated by a One-handed Mother in Bathing her Baby" (16 mm) (Color) (12 min) University of Connecticut School of Home Economics Storrs, Conn. 06268
5.1.2 Read and discuss handout on "Principles of Time Management."	5.1.2 Appendix: "Principles of Time Management"
5.2.1 Demonstrate a short task from a family and community services job and have class suggest work simplification.	
5.2.2 Collect work plans from institutions, employers, etc.	5.2.2 Appendix: "Principles of Work Simplification and Task Analysis"
5.2.3 Analyze work plans, and make suggestions that would create better time and energy management.	5.2.3 Use chart from 5.2.2
5.2.4 Using task analysis, develop a time schedule incorporating all the duties for a day at their place of employment. (If not employed, observe someone at work in school.)	
5.2.5 Have a task or chore videotaped, played back and evaluated by self and teacher. Play back twice if necessary.	

Some Ideas About Management

1. Management is using what you have to get what you want, or the wise use of resources to achieve wants. (p. 90)

2. Time management - use of the limited resource (time) to get the job done most efficiently or according to your standards. (p. 279)

3. Human energy management is knowing how to use human resources effectively to reduce the chance of fatigue. (p. 186)

4. Money management is control over spending the resource (money) so that needs and wants are met. (p. 75)

5. Facility management is the person or the group of people who decide what is wanted, what should happen, and then proceed to make it happen. (p. 90)

Source: Bratton, Ester, Home Management Is....., Ginn & Co., 1975.

"Eight Steps to Follow in Decision-making"

1. Recognize problem

2. Identify possible alternatives

3. Identify good and bad points and possible consequences of each alternative.

4. Secure information in decision-making (determine standards)

5. Select one alternative

6. Carry out plan

7. Be ready to accept the outcome of your choice

8. Evaluate

Relating Client Needs and Values to Management

Directions: Give an example or illustration of how your decision-making or management procedures may be influenced in each case, if your client emphasizes and values the underlined word.

1. To be reasonably sure about the future for myself and my family. Security
2. To have influence with people. Influence
3. To have people think well of me. Recognition
4. To do things for my family and others. Helpfulness
5. To have as much freedom as possible to do the things I want to do. Freedom
6. To do new and different things often. New experience
7. To have friends. Friendliness
8. To arrange for a family atmosphere that makes for satisfying family living. Family life
9. To do what is right according to my beliefs. Religion
10. To have things neat, orderly, and organized. Orderliness
11. To have as many good things as possible. Wealth
12. To do things well. Workmanship

Value Scale

Place a W in the blank next to those items you consider to be Wants and an N by the items you consider to be Needs.

1) _____Respect

2) _____Food

3) _____Good family life

4) _____Sailboat

5) _____Freedom

6) _____House or shelter

7) _____Success

8) _____Friends

9) _____Work or job

10) _____Leisure time

11) _____Latest fashions in clothing

12) _____Popularity

13) _____Water

14) _____Acceptance from others and oneself

Guide for Teacher Lecture

Planned Spending

I. Advantages of budgeting

A. Help establish goals
B. Help you live on the money earned
C. Eliminate wasteful habits of spending money
D. Help achieve long-range plans
E. Give valuable experience and develop competency in money management

II. Basic steps for budgeting

A. Estimating income
B. Planning expenses, both fixed and flexible for how income is to be used
C. Providing for emergencies and special goals
D. Putting the plan in action

III. Good money management

A. Set goals
B. Live within income
C. Buy wisely
D. Use things properly
E. Plan contributions
F. Save

IV. To use money wisely

A. Make a spending plan (budget)
    1. Buy what you need and want
    2. Get more for your money
    3. Stop worrying about money
B. Think ahead and decide
    1. What you need now
        a. Food
        b. Medical care
        c. Rent and utilities
        d. Transportation
        e. Clothes
        f. Insurance
        g. Entertainment
        h. Miscellaneous
    2. What you need later
        a. Trip - Vacation
        b. Gifts - contributions
        c. Furniture - appliances
C. As you plan, remember
    1. Planning takes time
    2. Keep plan flexible
    3. Try again if one plan doesn't meet your needs

A SELF-TEST OPINIONNAIRE ON PERSONAL SPENDING HABITS

This questionnaire, if filled out as accurately as your memory permits, will help you to discover your weaknesses in personal money management. Each "yes" answer rates 5 points. Add the points to find your money management IQ. If your score is:

Over 75, consider yourself a good money manager.
Between 75 and 55, consider yourself average.
Between 55 and 35, you are <u>below</u> average.
Below 35, you are <u>very poor</u>.

1. Have you made a rough plan for your large expenses for the year?
2. Have you kept a written record of your expenditures for at least one month?
3. Have you examined your record of expenditures and made necessary changes?
4. Are you seldom "broke" before your next allowance or income is received?
5. When "broke," do you generally get along as best you can until your allowance is received?
6. Do you avoid making yourself miserable and unhappy by fretting about something you want but cannot afford?
7. Are you in the habit of spending moderately on personal grooming?
8. Can you generally be entertained without spending money?
9. Do you usually resist the spending pressures of friends?
10. Do you resist the spending of money according to your whim without regard to what you really need?
11. When "broke," do you tend to avoid getting an extra sum from your parents or guardian?
12. If you saw a clothing item in a store where you have a charge account, would you be likely to think about how to pay for it before you bought it?
13. Are you careful about not leaving cash in your room or carrying fairly large sums of money on your person?
14. Do you usually avoid buying clothes that you may wear only a few times?
15. Do you spend a moderate amount of money for food between meals?
16. Do you usually save ahead for something you want very much, such as a new dress or suit, a gift, a prom?
17. Do you make it a habit to go to more than one store to compare price and quality before deciding on a big purchase?
18. Would you say that about half your purchases are planned in advance and are not merely "impulse" buying?
19. Do you know whether your family carries personal belongings insurance, protecting such items as your luggage, clothes, jewelry, golf and tennis equipment?
20. Can you resist buying bargains just because they are advertised as bargains?

YOUR SCORE: The number of checks ( ) x 5 = ( ).

From: The Consumer in American Society by A. Troelstrup, 1974, p. 133. Used with permission of McGraw-Hill Book Co.
Office of Education. Housing Management Services Curriculum Guide, p. A-130.

Reasons for a Spending Plan

Directions: Put a + in the blank beside those items you think are reasons for using a spending plan, and an 0 beside the items you think would not be benefits of using a spending plan.

A._____Enables one to earn more money.

B._____Helps one make future plans.

C._____Allows one to know how much money is available to work with.

D._____Determine how much income has already been committed.

E._____Shows how much money is required for daily living expenses.

F._____Helps one get the most out of his money.

G._____Shows how much money is available for new expenses.

H._____Increases monthly income.

I._____Decreases worry over money.

J._____Enables one to satisfy more of his wants.

K._____Provides cash reserve to take advantage of sales and bargain opportunities.

L._____Enables one to be more self-disciplined.

M._____Encourages examination of values.

N._____Helps one to become a regular saver.

O._____Helps one to understand that money has value other than immediate expenditures.

P._____Keeps one conscious of limiting his spending to his usable income.

Q._____Changes one's values.

R._____Lessens the number of family arguments over money.

S._____Lets one know where his money is going.

T._____Changes the way one spends money.

Family and Community Services

Spending Situations

I. A mother of three children, ages 2, 4, and 6,is in the hospital having a baby. You are employed to take care of the children for three days. The father gives you $20.00 for food. He will not be eating with you. How will you decide to spend the money? Make a list of things you will buy after you make your decisions.

II. You are working in a retirement center and a holiday is approaching (select any one you like). Your supervisor asks you to take two elderly people with you to shop for party favors, games, decorations, etc. She gives you $10.00. Tell how you will decide what to get and make a shopping list.

III. You are working in a motel and there has just been a storm which left dirty windows, lots of debris on the sidewalks, mud in the gutters, etc. Your supervisor gives you $15.00 to get supplies for the clean-up job. What do you have to know before you decide what to buy? Make a shopping list.

IV. You are working in a day-care center for pre-school children and are in charge of the morning and afternoon snacks. You have had enough money until just recently when you are discovering that you have to skip something or select things the children don't like because prices are going up. How can you explain to your supervisor that you need more money? What are things which need to be considered when purchasing for special age groups?

Human Resources and Jobs

List talents, skills, knowledge, and abilities you would consider necessary or useful for a certain job and how each would be used as a resource for that job.

Job	Talent or Ability (Human Resources)	Use
I.		
II.		
III.		
IV.		

Principles of Time Management

1. Know where your time goes. Keep a daily log for at least two weeks and analyze your time, identifying trends and patterns.

2. Budget your time by priority. Value your work projects in terms of importance and urgency, then schedule your time accordingly.

3. Practice continual planning. Continual evaluation and re-evaluation of work priorities and time schedules leads to the best use of your time today.

4. Consolidate discretionary time. Create large chunks of uninterrupted time, being careful to avoid over-scheduling of inflexible scheduling which cannot realistically be met.

5. Vary work activities. Keep a healthy balance between long and short term projects, working in groups and working alone to maintain perspective and remain vital.

6. Delegate work to others. Avoid the pitfall of thinking of delegation as giving away <u>your</u> work rather than work that others could just as well do. Remember the law of comparative advantage and disadvantage when delegating responsibility. And take time to allow the people you supervise to grow.

7. Ask yourself the question, "Are there things I am doing that shouldn't be done at all?

8. Take time to make personnel decisions. Personnel decisions are people decisions and must be made slowly and carefully.

9. Look for ways to minimize time spent on unproductive tasks, thus enabling you to spend more time on productive tasks. Grouping similar nature activities concurrently will often save time.

10. Gather as much information as you can before acting. Take care in clarifying the objectives of your communications and make an effort to seek feedback in order to avoid time waste due to information loss.

11. Take time to create a positive work climate. Avoid criticism and defensiveness which can drain energy which could otherwise be utilized for creative, purposeful work.

12. Invest in your own professional growth. Change fixed routines as a way of increasing your own alertness. Take the time to keep abreast of developments in your field.

Task Analysis

Job description:

Tasks	Motions and Activities	Preparation	Time Spent			
			Preparation	Doing	Clean Up	Total
1.						
2.						
3.						
4.						
5.						
6.						
7.						

Final Examination, MODULE VIII

Decision-making and Management

Items

Competencies	Taxonomy Levels					
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
1	1-5	39-43				
2			44-48	32-38		
3		21-31	6-20			
4				49-52		
5		58-69		53-57		

MOD VIII
F & C Services
U.W.-Madison
69 pts.

Examination

Decision-making and Management

Student name _____

DIRECTIONS: Write + for each statement which is true (+) and 0 for each false (0) statement.

_____ 1. Management is a process which is made up of many decision-making activities directed toward ends or goals.

_____ 2. Ability to manage well cannot be acquired; you are either born with it or without it.

_____ 3. Planned spending is a record of expenditures.

_____ 4. The essential parts of the process of management are planning, regulating or controlling, and evaluating.

_____ 5. The steps in the process of management are the same in a factory, in a nursing home, and/or in a personal home.

PART II - Put an "X" in front of each item that is a benefit of using a Spending Plan, and a "0" in front of each item which is not a benefit of using a Spending Plan.

_____ 6. Enables one to earn more money.

_____ 7. Helps one make future plans.

_____ 8. Determines how much income has already been committed.

_____ 9. Shows how much money is required for daily living expenses.

_____ 10. Helps one get the most out of his money.

_____ 11. Increases monthly income.

_____ 12. Helps one see errors in estimated money plan.

_____ 13. Provides cash reserve to take advantage of sales and bargain opportunities.

_____ 14. Enables one to be more self-disciplined.

_____ 15. Encourages examination of values.

_____ 16. Helps one to understand that money has value other than immediate expenditures.

_____ 17. Keeps one conscious of limiting his spending to his usable income.

_____ 18. Changes one's values.

_____ 19. Decreases the number of family arguments over money.

_____ 20. Lets one know where his money is going.

DIRECTIONS: Several budget items are listed. Put an "X" in front of those which are usually considered fixed expenses and an "O" in front of flexible accounts.

_____ 21. church and charity

_____ 22. clothing

_____ 23. utilities (telephone, electricity, etc.)

_____ 24. food

_____ 25. household operation and yard maintenance

_____ 26. housing (rent or mortgage payment)

_____ 27. income taxes

_____ 28. insurance premiums (life, health, etc.)

_____ 29. medical and dental expenses

_____ 30. property taxes

_____ 31. social security

DIRECTIONS: Read the situation, mark the statements below with "G" for a good management decision, a "P" for a poor decision.

Mary helps Mrs. Brown with her decision to choose medical assistance. There is a choice of going to the county supported clinic. For qualified persons like Mrs. Brown there are virtually free medical services. The clinic is some distance from her home and would require a bus transfer and an hour's ride. The other choice she has is to visit her nearby friendly family physician but she believes free care would not be available there. It always was a comfort to have "Ole Doc" reassure her though.

_____ 32. Go to "Doc" regardless of anything else.

_____ 33. Go to the free clinic.

_____ 34. Because it would give her personal satisfaction and ease of mind she should go to "Doc" and work out financial arrangements by applying for part-time aide work and possibly working over her budget to fit it in.

_____ 35. She should not go to the health service because it is like taking charity.

_____ 36. Go to the clinic, and check to see if they would transfer her to a private physician so she would not have to travel so far.

_____ 37. Sell some of her crochet work at the city sponsored handicraft store for money to help.

_____ 38. Check into Medicaid for help.

As a home care aide, Mary is helping her elderly employer make some consumer decisions. In order for her to give guidance Mary must recognize the process of decision-making. Number the list below to describe in order the steps she must follow. Use 1 - 5 in the blanks with 1 being the first step.

_____ 39. Evaluate the choice

_____ 40. List alternative choices

_____ 41. Investigate the possible choices

_____ 42. State the problem

_____ 43. Decide on one possible choice

Now Mary is ready to help Mrs. Brown purchase a new vacuum cleaner. These are the steps she should follow. Rearrange them in logical order that would help insure good consumer decision-making. Use 1 - 5 in blanks with 1 being the first step.

_____ 44. Make a list of the possible types of cleaners and prices etc. that are on the market.

_____ 45. Mrs. Brown's concern is to buy a new vaccum cleaner but has no idea what brand to buy or price to pay.

_____ 46. Make a choice to buy brand X.

_____ 47. Check and compare features and prices using Consumer Reports as a reference.

_____ 48. After making the purchase, what satisfaction is evident from the point of features and service.

DIRECTIONS: Place the letter of the best response in the blank to the left.

_____ 49. Mary cannot sew very well but is short of money and needs a prom dress. Which would be the best management decision?
A. purchase fabric, pattern and notions to make a dress
B. shop at various department stores to find a dress within her price range
C. purchase fabric, pattern and notions and hire a seamstress to make the dress
D. change her plans and not go to the prom

_____ 50. John who works at a laundry knows he will have a busy day. Which of the following would be his best management?
A. do the first job he sees and continue to wade through the jobs
B. list jobs to be done and check them off as he finishes them
C. list jobs to be done, rate them in the order of their importance and start with the top job
D. list the jobs to be done, take a coffee break, then do the job on the top of the list.

_____ 51. Sue has a flare for working with color and design. She enrolls in a cake decorating class. Which of the following benefits will she obtain from this class?

She will be able to:

A. save money on her own family's party cakes
B. earn money making decorated cakes for others
C. save time in planning family parties
D. earn money by designing wall covering for a department store

_____ 52. Peter is graduating from a training program. He is offered three jobs, each have the same salary but are in different locations. He chooses the job in his friend Joe's hometown on Joe's suggestion. After a short time Peter is not happy in the community. He blames Joe for his unhappiness. Which step or steps did Peter leave out in making his decision?

A. identify the problem
B. list alternative choices
C. think about the choices
D. make the choice
E. accept the responsibility for the decision

DIRECTIONS: Read the task and the steps to accomplish the task. Then number the steps in logical order 1-5 with one being the first step.

You serve lunch each day to Mrs. Stewart, a bed-ridden woman. Listed below are the major steps necessary to do this task.

_____ 53. Wash Mrs. Stewart's hands and face after she has eaten.

_____ 54. Talk with Mrs. Stewart about her menu choices (if there are any) and find out how hungry she is.

_____ 55. Help Mrs. Stewart sit up in a comfortable position for eating.

_____ 56. Set the tray attractively with utensils, napkins, perhaps a small decoration with the food.

_____ 57. Put away any leftover food and clean up the kitchen.

DIRECTIONS: Conserving energy and good posture are essential for safety and less fatigue in a work situation. Mark with an "X" the actions which would be good for safety and to decrease fatigue and a "O" in front of those which are <u>not</u> good.

_____ 58. Put all work within easy arms reach.

_____ 59. Reach during job actions.

_____ 60. Don't store supplies or materials higher than you can raise your arm without reaching.

_____ 61. Work with supplies placed within a 180° arc in front of you.

_____ 62. Work close to the body.

_____ 63. Bend knees when going to the floor to pick up an object.

_____ 64. Pick up heavy objects with arms outstretched.

_____ 65. Depend upon thigh muscles and upper arm muscles for carrying the weight of an object.

_____ 66. Save energy by stacking up heavy boxes and carrying them in one trip.

_____ 67. Push; don't lift if it's heavy.

_____ 68. Use circular motions with spreaders, mops, and cloths.

_____ 69. Work rhythmatically.